**STAGE 2 TEMPLATE**

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CULMINATING ACTIVITY:** *How will students demonstrate the desired understandings? What is the authentic performance task?* |
| **ASSESSMENT TOOL/ STRATEGY FOR C. A.:** |
| **OTHER ASSESSMENTS DURING THE UNIT:** *AforL, AasL, AofL What other evidence will be used during the unit to demonstrate the learning of knowledge and skills? How will students reflect on and assess their own learning?* |

**Assessment Tool Types**

**Anecdotal Record** An informal record of an event or behavior observed in the classroom.

**Checklist** An assessment guideline listing skills, behaviors, or characteristics to

help guide and record teacher observations of students as they perform

certain tasks. There are also student checklists that can be used by

students for self-assessment purposes.

**Conference** A meeting or conversation involving teacher, student, and/or family

members to discuss a student’s progress. The purpose is to facilitate one-on-one exchanges, and allow the student to express him- or herself. In a parent conference, the basic purpose is to inform parents of their children’s progress and school performance.

**Journal** A notebook in which a student can write a spontaneous response to

literature and/or assessment of personal progress with reading skills and strategies.

**Literacy Log** A record of student literacy activities (for example “Books I Have

Read”) to help students keep track of his or her own reading or writing progress. Students also use the logs for recording their personal responses to the literature. In some cases, a teacher can suggest prompts for students to use to stimulate thoughts. Students may also use logs to record words that are new, interesting, and entertaining.

**Observation** An informal assessment technique of watching students to identify

strengths and weaknesses, patterns of behavior, and cognitive strategies.

Observations help determine which students need additional support and

how to adjust instruction to encourage more and better learning.

**Oral Reading** An oral and silent reading assessment used for diagnosing students’

**Assessment Tool Description**

**Peer Assessment** An instrument for helping students understand expectations and assess a classmate’s skills.

**Performance** A form of informal or authentic assessment that measures students’ understanding of concepts and/or procedures by having them demonstrate what they have learned.

**Portfolio Assessment** A form of authentic assessment in which students collect samples of their work in a portfolio to document their progress over time. Different

types of portfolios include: showcase, which celebrates students’ best work; descriptive, which demonstrates what students can do; evaluative, which assesses students’ work against a standard; and progress, which documents students’ work over time.

**Project/** Independent work created by the student or a group of students.

**Test** A formal assessment of specific skills taught during instruction throughout the year.

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